In their own words

Highlights from the school

See Web for school goals.

In our Salt Report from the January, 2001 visit, it was reported that Winsor School captures the essence of dynamic, powerful teaching, as well as a productive, interactive learning environment. W. Winsor possesses many indicators of a great school.*

The successful implementation of new Language Arts and Math curriculums for grades K - 5 with teachers working by grade level to monitor this progress.

Nineteen staff members participated in R.I. Skills Commission Standards Course in order to better understand standards based instruction and assessment before the start of the 2000-2001 school year.

Teacher reports of barriers to school improvement efforts

Percent of teachers who indicated that the following were a moderate or major problem:

<table>
<thead>
<tr>
<th>Barriers</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of materials and resources necessary for adequate implementation</td>
<td>73</td>
<td>49</td>
<td>13</td>
</tr>
<tr>
<td>Lack of school schedule flexibility for regrouping students or modifying the length of periods</td>
<td>56</td>
<td>34</td>
<td>19</td>
</tr>
<tr>
<td>Lack of time necessary for adequate planning and/or implementation</td>
<td>91</td>
<td>66</td>
<td>47</td>
</tr>
<tr>
<td>Lack of adequate professional development time for staff</td>
<td>56</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>Degree to which teachers were involved in, or supportive of, the decision to join and implement school improvement efforts</td>
<td>25</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Lack of support from the school district</td>
<td>0</td>
<td>31</td>
<td>0</td>
</tr>
</tbody>
</table>

Selected school indicators

? School did not supply this information.
* See Web for more information.

Selected performance progress

- Percent of students in lowest performance levels
- Percent of students demonstrating proficiency

Baseline: Cumulative 98-99
Current: Cumulative 00-01

See Web for all subtests.

Did this school DECREASE low-level performance and INCREASE student proficiency?

Math: Skills
- Baseline: 72%
- Current: 84%

Math: Problem Solving
- Baseline: 58%
- Current: 68%

Reading: Analysis
- Baseline: 73%
- Current: 85%

Writing: Effectiveness
- Baseline: 74%
- Current: 82%

Progress Summary

This is a high performing school.
Currently this school is improving in Math & ELA.

Financial information (per pupil)

Data source: InSite

See the User's Guide for more information.

Key for school expenditures areas

Instruction (5 components)
- Classroom teachers
- Substitute teachers
- Paraprofessionals
- Classroom technology
- Classroom materials, trips, etc.

Instructional Support

Operations

Per pupil expenditures by program

<table>
<thead>
<tr>
<th>*General Education</th>
<th>*LEP</th>
<th>*Special Education</th>
<th>Title 1</th>
<th>*Vocational Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school</td>
<td>$6333</td>
<td>$0</td>
<td>$58649</td>
<td>$0</td>
</tr>
<tr>
<td>Elementary school average</td>
<td>$7148</td>
<td>$3524</td>
<td>$25191</td>
<td>$829</td>
</tr>
</tbody>
</table>

*Based on program FTE's

Go to the Information Works! Web site (www.infoworks.ride.uri.edu) for more charts and details.